

Aggregation and Competition

Ken Hammer (*ken.hammer@ConnRiver.net*)

Sun, 22 Sep 96 15:30:52 -0500

- Messages sorted by: [date || thread || subject || author]
- Next message: Bill Hatchett: "Re: SCANS and Universal Service"
- Previous message: Gerry Hamor: "Survey results"

Our dreams may be based on false premises. The 2 quoted items below are from week 4's material.

"How can schools and libraries share services with each other and with other community groups? ... how schools and libraries can aggregate services for increased efficiency and effectiveness...."

It is not clear to me that increased efficiency and effectiveness follow from aggregation. That was true for capital-intensive industrial companies. I'm not at all convinced it applies to information networks. Big iron yielded to minicomputers; are yielding to micro-computers. Simultaneously, large copper cables are yielding to fiber systems, which are yielding to still smaller, more closely-coupled multi-type webs. Isn't the ultimate one-client/server to all others more desirable, and maybe cheaper than aggregated services for consumers of very different motivation? Cheap information transfer and powerful network search "spiders" seem to promise that. I'm inclined to doubt the synergy between community library and school education functionaries. Won't they dilute each others' purpose?

"How can these activities be structured so as to foster competition among telecommunications providers? ...The promise of the Telecommunications Act is a less monopolistic environment, and in such an environment community groups and local and state governments should have a stronger voice than in the past. ..."

Government had its way with monopoly and seems to have decided that competition is better; but won't give up its power to control. So it promises a less monopolistic environment. Here, the power-to-control remains in place but is transferred to state and local governments. That seems to lead to balkanization and inefficiency between small regulated environments, unless the private providers become so big as to influence all regulators to a uniform model. That could lead to bigger monopoly.

--

K.F.Hammer Associates
management consultations

Ken Hammer
St. Johnsbury, VT 05819

** Is fire supposed to shoot out of it like that?

-
- **Next message:** Bill Hatchett: "Re: SCANS and Universal Service"
 - **Previous message:** Gerry Hamor: "Survey results"

Re: SCANS and Universal Service

Bill Hatchett (hatchett@k12.colostate.edu)

Sun, 22 Sep 1996 13:50:43 -0600 (MDT)

- Messages sorted by: [date || thread || subject || author]
 - Next message: John Rademan: "Aggregation of services"
 - Previous message: Ken Hammer: "Aggregation and Competition"
-

On Sun, 15 Sep 1996, Betty Dawn Hamilton wrote:

> educators at the grassroots levels made much to do over the report. A
> colleague and I presented some staff development workshops right after it
> came out, and obviously, no one in our groups had heard of it.
>
> However, those in our workshops clamored for more information, addresses,
> and phone numbers -- that was in Feb of '93. We had copies of the report
> in the Fall of '92 because that was when we started planning the
> workshops, but then WE were both users of the internet at that time. I
> don't remember if we heard of it there or where we were initially
> introduced to it -- perhaps it was at a conference since both of us are
> active participants in such.
>

Somehow I am surprised that this information has not been out a lot earlier. I would, however, also wonder how much politics had to do with it. As I remember, there was a "Sandia Report" which has not been released. Are we still under the thumb of politicians who want to control education?

- Next message: John Rademan: "Aggregation of services"
- Previous message: Ken Hammer: "Aggregation and Competition"

Aggregation of services

John Rademan (cradema@libby.litchpkeld.k12.az.us)

Sun, 22 Sep 1996 14:19:07 +0000

- ☐ Messages sorted by: [date] [thread] [subject] [author]
- ☐ Next message: Christine Rademan: "Competition"
- ☐ Previous message: Bill Hatchett: "Re: SCANS and Universal Service"

This response reflects the archived comments of the Education & Library Networks Coalition (EDLiNC See: "School Boards Association of" listing) They said it better than I could.

1. How can schools and libraries share services with each other and with other community groups?

- > Guilford County, North Carolina, has equipped all of its schools with interactive, broadcast-quality distance learning facilities, connected all of its classrooms with optics, and installed an OC-3 fiber line to link its network to the public switched network. Attendance rates are up, discipline problems are down, and the County has reduced staff travel and the busing of students for special classes.²
- > In Union City, New Jersey, the introduction of computers and Internet access has marked improvement in the English language skills of the student body, 75% of whom do not speak English at home. The use of e-mail has encouraged students to develop their writing skills, the ease of on-line research has improved the quality of research projects, and standardized test scores have gone from well below the state average to above average. KickStart Report at 37.
- > The State of Maryland has developed "Sailor," a state-wide telecommunications infrastructure connecting public libraries across the state and allowing patrons remote access. Every Maryland resident can now reach the Internet and information about state and local events, affairs, and resources with a local phone call. KickStart Report
- > The Southeast Kansas Interactive Distance Learning Network operates a fiber optic network that can carry up to 16 channels of video simultaneously, and has been used to conduct an interactive town hall meeting with the area's Congressman by linking ten school sites. In addition to increasing the range of available courses, the network has been used for special programs such as video conferences between American and Russian students. See articles attached as Appendix C.
- > Beaver High School and three other Oklahoma schools have established an interactive distance learning network that is also being used for weekly teacher training sessions. NSBA telephone survey.
- > Approximately 200 public libraries now maintain World Wide Web sites, including the Alachua County Library District in Gainesville, Florida, the St. Charles City-Country Library District in St. Peters, Missouri, and the Seattle Public Library in Seattle, Washington. By establishing Web sites, these libraries have extended their reach beyond their geographic boundaries and made their electronic holdings available to a new world of world-wide patrons. (Comments 4-10-96 pg.5-6)
- > School- and Library-Based Networks Offer New and Enhanced Roles for Those Institutions as Learning Centers in Their Communities.
- >
- > The 1996 Act offers a mechanism for schools and libraries to strengthen their role in communities, by serving as access points to provide all citizens with affordable access

> information.

>

> First, access to the Internet through schools and libraries -- or other access points -- community colleges and community centers -- can become a cost-effective way for them to expand subscriberhip to all Americans, including those who cannot afford the proper equipment. Second, schools and libraries can become community hubs for those who do not have the proper equipment. Parents can communicate better with teachers, and other residents can get quick, easy access to information about community events and local issues through networks and local bulletin boards. Third, schools and libraries can address the problems of rural areas. K-12 schools, libraries, teachers, parents, and other citizens in rural areas have to pay substantially more than their urban counterparts to reach on-line services and the Internet. A school or library in Java, South Dakota, or Rochester, New York, for example, could become the access point for the entire community to reach on-line information without paying prohibitive long distance toll charges. (Comments, 4-10-96. p.7)

> F.Sharing of Facilities with Noneducational Users.

>

> The Commission should not take any action that would significantly restrict sharing of facilities. So long as a facility is being used primarily for educational purposes, it should be deemed to meet the requirements of the 1996 Act. Otherwise, innovative uses of technology and enhanced roles for schools and libraries could be stifled. Schools and libraries should remain free to share their networks with other entities in the community, and schools and libraries should not be prohibited from charging lab fees or user fees to defray expenses related to the use of a network. (Comments 4-10-96, pg.13)

> Second, permitting aggregation on the broadest possible basis will also promote competition. Allowing pooling of demand through liberal aggregation rules will make the provision of advanced services to remote areas more economically feasible, thus expanding the range of services serving providers, and encouraging competitors to bid. (Reply to Comments 5-7-96)

> 10. Should the resale prohibition in Section 254(h)(3) be construed to prohibit or restrict access to the public for profit, and should it be construed so as to permit end-user cost recovery? Would construction in this manner facilitate community networks and/or aggregation of services?

>

> Answer: The resale prohibition should only apply to resale for profit, and should not prohibit cost-based fees for services. By interpreting the prohibition narrowly, the Commission can support and encourage the development and proliferation of community and civic communication services, while allowing the aggregation of purchasing power. The comments filed by the Lincoln Trail Libraries System describe a typical library cooperative, as found in several states:

>

> Lincoln Trail Libraries System is a state-sponsored organization serving the libraries of 116 members in East Central Illinois. Academic, public, school, and special libraries participate as members. Lincoln Trail member libraries are spread over approximately 250 buildings in a nine-county area. This area is largely rural. The median population served for participating school districts is 795, and the median size for participating public libraries is 3,042. The median budget of all participating libraries is \$54,000, with some annual budgets falling below \$10,000 per year.10

>

> This type of consortium -- which should, of course, include private schools -- all broaden and expand the services they offer to the public.

>

> Furthermore, the rules regarding resale should distinguish between the telecommunications services offered using those facilities. In its earlier comments, the Washington State Commission said that:

>

> [T]he FCC should seriously consider separating the telecommunications mechanisms that make an electronically based service possible (the tool) from the service itself (the product) in applying the 'no resale' prohibition. For instance, a library may not resell its discounted access to its city government, but it may levy a fee for Internet classes, or setting up and maintaining an Internet account through the library, or for maintaining a web site for its unit of local government. Such an application would appear to satisfy the intent of the Telecommunications Act, but this

> distinction would be more easily known and understood by all concerned if the
> FCC clarifies it.11
>
>
> 11. If the answer to the first question in number 10 is "yes," should the discount
> the traffic or network usage attributable to the educational entities that qualify
> discounts?
>
> Answer: One of the primary goals of the Act is to ensure that educational institut
> access to affordable telecommunications services. We believe that encouraging the
> community-based consortia which include libraries and schools is one highly effect
> furthering this goal.
>
> These consortia further the goals of the Act in several different ways. The broad
> community networking enhances the educational potential of the network by includin
> resources that might not otherwise be available. By providing access to their resc
> network partners (such as universities, local government, and local businesses) an
> benefits of the network above and beyond that which schools and libraries could pr
> For instance, consortia might provide all members with access to the resources of
> library, as well as provide access to important information on local government.
>
> The Commission rules in this proceeding should encourage institutions to contribut
> educational efforts of schools and libraries. In addition to the obvious education
> resources, access to this information can help build civic participation and inter
> of a consortium to access important information.
>
> Consortia also improve the ability of schools and libraries to get access to the s
> telecommunications services they need. Aggregate purchasing of services not only l
> for schools and libraries but also enables schools and libraries to pool the demar
> providers might be reluctant to offer sophisticated telecommunications services. I
> community demand has proven an effective method for attracting telecommunications
> underserved communities across the country.
>
> Aggregation has also led in many cases to the purchasing of package deals which in
> while furthering the telecommunications goals of the educational entities, might r
> discounts under the Act. In these arrangements, schools are better able to serve t
> because of the mix of partners in the consortium and the broad variety of services
>
> Finally, consortia are better equipped to deal with the ongoing costs of financing
> telecommunications service. While the ongoing technical support and training costs
> network might be more than a school can support on its own, distributing these cos
> of a consortium is a proven method of supporting these ongoing costs. (Further Co

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- ☐ Next message: Christine Rademan: "Competition"
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Competition

Christine Rademan (cradema@libby.litchpkeld.k12.az.us)

Sun, 22 Sep 1996 15:43:08 +0000

- ☐ Messages sorted by: [date] [thread] [subject] [author]
- ☐ Next message: Christine Rademan: "I goofed"
- ☐ Previous message: John Rademan: "Aggregation of services"

This response reflects the archived comments of the Education & Library Networks Coalition. (EDLiNK See: "Schoolboards Association of")

2. How can these activities [shared services of schools, libraries & other community groups] be structured so as to foster competition among telecommunications providers?

- > As
- > telecommunications technology advances and competition develops among telecommunic
- > providers, different approaches and opportunities will arise. Libraries and school
- > concerned with the ability to meet the needs of patrons, students, teachers and ot
- > not with favoring particular technologies. It makes no difference to an educationa
- > whether its traffic is carried by a cable operator or a wireless carrier, so long
- > mission. Schools and libraries are also aware of the need for any solution to be e
- > feasible, and such factors as geographic location obviously will affect what techr
- > is the most cost effective. Consequently, the definition of special services shoul
- > capabilities or functionalities, rather than technology-specific solutions, such a
- > T-1 service. (Comments 4-10-96 pg.10)
- > Prospective service providers would submit bids to school and library districts
- > upon the request of the contracting officer for each district, issued in accordanc
- > contracting procedures. Issuance of a request for proposals or any equivalent mech
- > permitted by state or local law would constitute a bona fide request. Districts sh
- > authority to aggregate demand by forming consortia with other eligible entities.
- >
- > To permit the contracting agency to compare bids, bidders would be required to sub
- > unbundled rates for individual services, or rates for service packages accompanied
- > allocation showing the costs corresponding to each service in the package.
- >
- > Bids would be reviewed by the requesting entity or entities, again in accordance w
- > contracting procedures. The low bidder would receive the right to serve schools ar
- > that region at the discounted rate. If, however, the contracting agency had reason
- > bid on grounds permitted by its local procedures -- such as a past record of poor
- > contracting agency could select a different service provider. To encourage low bid
- > providers, however, only the lowest qualified bidder would have the right to compe
- > the universal service fund. (Comments 4-9-96 pg.12)
- >
- > Under the Coalition's proposal, any school or library district would be permitted
- > request for proposals, requesting competitive bids for one or more telecommunicati
- > Any entity willing to provide such services would be entitled to bid. Presumably,
- > the lowest cost technology for a given area would be able to underbid the other se
- > and win the contract. Because service providers will be guaranteed to recover thei
- > either the benchmark method or the TSLRIC approach, service providers will have ar
- > bid at their costs. Thus, new service providers will be encouraged to compete agai
- > exchange carriers for business.
- >
- > As one example, the costs of asbestos removal and installation of internal network
- > buildings may make wireless technology a competitive alternative in the educationa
- > in place, such providers would have a base from which to expand their services to

> areas in competition with wireline carriers.

>

> As another example, the National Cable Television Association ("NCTA") reports that schools and 81% of students currently receive free cable in the classroom. Comment n. 12. In other words, the vast majority of schools are already served by a one-way network. Cable operators may be able to provide two-way services by installing cabling and routing equipment to connect their school networks to the public switched network exchange carrier, on the other hand, would have to install not only a broadband cable at the school but miles of internal wiring to compete with a cable operator. If cable operators can convert their networks at a low enough cost, they may be able to underbid the LEC for school and library business, because they will only have to recover the cost at the school and not of the entire network.

>

> Cable operators should not, however, receive support or compensation for free service already required to provide to schools and libraries under their franchise agreements with governments. See comments of NCTA at 18 (stating that any discount offered by cable operators meets the Act's requirements, apparently even if free services are already being provided). Indeed, we believe that they would have an incentive not to try to recover those costs but to underbid competitors for the service. If this proves not to be the case, however, cable operators should only be compensated for the additional investment required to convert their networks to switched, two-way networks.

>

> As far as the LEC's are concerned, the Coalition's proposal represents an opportunity to increase their market share. If they are able to serve a school or library district at the same time as they are providing additional services to entities that are currently not being served and by using schools and libraries to introduce new services, they will create demand for their services by others in the community.

>

> In short, the Coalition's proposal promises to create a huge new customer base that is not served by any entrenched monopoly at a time when new competitors are poised and looking for new markets to enter. There is every reason to believe that there will be fierce competition in the market, if the Commission adopts the right set of rules. On the other hand, if instead of a limited range of services from which to choose and are forced into complicated bidding and selection processes, they are more likely to make conservative choices to satisfy demand and those choices may not always be economically rational. (Reply to Comments 5-7)

> Under the Coalition's proposal, any school or library district would be permitted to request for proposals, requesting competitive bids for one or more telecommunications services. Any entity willing to provide such services would be entitled to bid. Presumably, the lowest cost technology for a given area would be able to underbid the other service providers and win the contract. Because service providers will be guaranteed to recover their costs under either the benchmark method or the TSLRIC approach, service providers will have no incentive to bid at their costs. Thus, new service providers will be encouraged to compete against exchange carriers for business.

>

> As one example, the costs of asbestos removal and installation of internal network cabling in buildings may make wireless technology a competitive alternative in the educational market. In place, such providers would have a base from which to expand their services to other areas in competition with wireline carriers.

>

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- > limited range of services from which to choose and are forced into complicated bur
- > selection processes, they are more likely to make conservative choices to satisfy
- > and those choices may not always be economically rational. (Reply to Comments 5-7
- >
- > We propose that if a service is commercially available anywhere in the country, th
- > be a rebuttable presumption that a school or library is eligible for that service
- > certain cases -- described further below -- a carrier would be able to present to
- > the appropriate state regulator evidence that either (i) the requested service is
- > commercially available; or (ii) the requested service was in fact not being used b
- > library as of a date specified in the Commission's rules. (Reply to Comments 5-7-
- >
- > Incidentally, we note that a number of commenters would exclude internal networks
- > eligible services. We reiterate that such networks are within the scope of service
- > because the Act specifically provides for service to classrooms, and those service
- > legislation is to serve its purpose. Section 254(h)(2).
- >
- > Continental Cablevision gives a detailed description of its involvement in deliver
- > telecommunications capabilities to schools, arguing that this indicates that there
- > universal service fund. Comments of Continental at 5-7. This may well be true, if
- > prepared to bid for services and can convert their networks to switched operation
- > Tele-Communications, Inc. goes further, however, and claims that "even rural schoc
- > subsidies" to purchase telecommunications services. Comments of TCI at 23. This is
- > indicated by the comments of the South Dakota Public Service Commission and the Wi
- > Department of Public Instruction.
- >
- > We disagree, therefore, that no subsidy will be required, and that market mechanis
- > required. The truth of these claims remains to be seen, and depends largely on the
- > like Continental and TCI to enter the fray of true competition. (Reply to Comments
- >
- > All services or functionalities should be eligible for discounts....> Having a rar
- > decisions based upon their needs and the economic implications of those decisions.
- > libraries are forced to choose among a few services available at a discount, no ma
- > are appropriate for their circumstances, resources may be misspent and neither the
- > clients will reap the benefits of the telecommunications revolution.
- >
- > We also urge the Commission to consider adopting an approach in which unbundled ne
- > would be eligible for discounts. This would encourage the development of a truly f
- > mechanism, in which schools and libraries could determine the functionalities they
- > requests for proposals based on those functionalities, which a variety of service
- > either singly or in consortia.
- > In short, if a service or functionality is commercially available anywhere in the
- > discounted. Schools and libraries on the cutting edge blaze a trail for those who
- > others seek desperately to catch up only to face rates that are unaffordable. Give
- > evolution, a list of defined services or functionalities to be discounted would li
- > services before it could even be widely distributed and it would take too much tim
- > keep the list current. (Further Comments 8-2-96 pg.6-7)
- >
- > The Joint Board and the Commission can use universal service support for schools,
- > and health care providers to further competition by adopting EDLINC's proposal. A
- > mechanism that allows providers to win the right to serve particular school or lik

> aggregations of users) to provide any services or functionalities the user may rec
> growth of small service providers and undercut existing monopolies.
>
> For example, by allowing a user to solicit bids from any interested service provid
> function, and further guaranteeing the winning bidder steady cash flow and a profi
> combination of the user's payments and the universal service fund payments, low cc
> encouraged to submit the lowest possible bids. In many cases -- such as in the use
> to avoid asbestos removal costs or to reach remote areas -- alternative providers
> school or library user more cost effectively than incumbent local exchange carrier
> case, those alternative providers will have gained a foothold in a particular geog
> they may be able to expand by serving other, noneducational users. Thus, our propo
> benefit of providing competition to incumbent carriers and encouraging the growth
> alternative technologies.
>
> Therefore, universal service support should be structured to permit all potential
> as many interested providers as possible, with a minimum of administrative obstacl
> universal service support should be available to any entity that has been awarded
> covered service to an eligible user.

- ☐ Next message: Christine Rademan: "I goofed"
- ☐ Previous message: John Rademan: "Aggregation of services"

I goofed

Christine Rademan (*cradema@libby.litchpkeld.k12.az.us*)
Sun, 22 Sep 1996 17:47:16 +0000

- **Messages sorted by:** [date] [thread] [subject] [author]
- **Previous message:** Christine Rademan: "Competition"

I made a serious error in quoting from the National School Boards Association (I said "See School Boards Association) in posts about Aggregation and Competition. Also, I seem to have copied at least one section twice. Lastly, my son changed my name to John. Sorry for any inconvenience.

- **Previous message:** Christine Rademan: "Competition"

US/ND-5 by date

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Starting: Mon 23 Sep 1996 - 00:48:00 EDT

Ending: Sun 29 Sep 1996 - 20:38:51 EDT

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- Re: SCANS and Universal Service Betty Dawn Hamilton
- Re: Aggregation and Competition Betty Dawn Hamilton
- Re: Aggregation and Competition Ken Hammer
- Deregulation Ken Hammer
- A civil society Ken Hammer
- Re: Aggregation and Competition Betty Dawn Hamilton
- Sample Telecom Project requiring rate change EricElert@aol.com
- Re: Welcome to Week Five of the US/ND On-line Seminar Tom Hibbs
- Week Five Topics Kevin Conde
- The Power to Change John D. Gravelle
- tricks of the trade Bob Carlitz
- Educational Networks in MI Jim Wiljanen
- Re: Welcome to Week Five of the US/ND On-line Seminar
rmiller@mecn.mass.edu
- ICN - Statewide fiber optics network Jan Bolluyt
- Re: ICN - Statewide fiber optics network Bob Carlitz
- Re: ICN - Statewide fiber optics network Robert Mammel
- Re: Week Four Assignments St. Francis School
- Re: Week Four Assignments St. Francis School
- Re: Week Four Assignments Kevin Conde
- Re: Week Four Assignments EricElert@aol.com
- Re: The Power to Change Eugene Stovall
- ICN followup (Iowa Communication Network) Jan Bolluyt
- Universal Service Fund Meeting Bill Cosh
- Telecomm Act of 1996, Universal Service-online seminar Marie SCROGGS
- Re: SCANS and Universal Service Bill Hatchett
- Re: SCANS and Universal Service Betty Dawn Hamilton
- Re: Re: Week Four Assignments Brenda Williams
- Re: us-nd-digest V5 #2 Travis Thompson
- new survey Bob Carlitz
- Local Influence in the Process Marty Tennant
- Re: Re: Week Four Assignments Betty Dawn Hamilton
- Final Comments Frank Odasz
- ISPs Wong, WayJane
- Re: ISPs Kevin Conde
- a message for the seminar Barbara_Pryor@rockefeller.senate.gov
- Fifth week question Gerry Hamor
- Week 5 Assignment (Pohl & Van Liere) Melanie Van Liere

- **AzTeC Free-Net** *Christine Rademan*
- **Re: a message for the seminar** *Ronda Hauben*
- **ISPs** *Lisa Fleck*
- **Edu material** *Rex Buddenberg*

Last message date: *Sun 29 Sep 1996 - 20:38:51 EDT*

Archived on: *Sun Sep 29 1996 - 20:42:56 EDT*

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Starting: *Mon 23 Sep 1996 - 00:48:00 EDT*

Ending: *Sun 29 Sep 1996 - 20:38:51 EDT*

Messages: 42

- **Welcome to Week Five of the US/ND On-line Seminar** *Bob Carlitz*
 - **Re: Welcome to Week Five of the US/ND On-line Seminar** *Tom Hibbs*
 - **Re: Welcome to Week Five of the US/ND On-line Seminar** *rmiller@mecn.mass.edu*
- **Re: SCANS and Universal Service** *Betty Dawn Hamilton*
 - **Re: SCANS and Universal Service** *Bill Hatchett*
 - **Re: SCANS and Universal Service** *Betty Dawn Hamilton*
- **Re: Aggregation and Competition** *Betty Dawn Hamilton*
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- **Deregulation** *Ken Hammer*
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- **Week Five Topics** *Kevin Conde*
- **The Power to Change** *John D. Gravelle*
 - **Re: The Power to Change** *Eugene Stovall*
- **tricks of the trade** *Bob Carlitz*
- **Educational Networks in MI** *Jim Wiljanen*
- **ICN - Statewide fiber optics network** *Jan Bolluyt*
 - **Re: ICN - Statewide fiber optics network** *Bob Carlitz*
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- **Final Comments** *Frank Odasz*
- **ISPs** *Wong, WayJane*
- **a message for the seminar** *Barbara_Pryor@rockefeller.senate.gov*
 - **Re: a message for the seminar** *Ronda Hauben*
- **Fifth week question** *Gerry Hamor*
- **Week 5 Assignment (Pohl & Van Liere)** *Melanie Van Liere*

- **AzTeC Free-Net** *Christine Rademan*
- **ISPs** *Lisa Fleck*
 - **Re: ISPs** *Kevin Conde*
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Starting: *Mon 23 Sep 1996 - 00:48:00 EDT*

Ending: *Sun 29 Sep 1996 - 20:38:51 EDT*

Messages: 42

- **Barbara_Pryor@rockefeller.senate.gov**
 - a message for the seminar *Thu, 26 Sep 96 15:46:56 EST*
- **Betty Dawn Hamilton**
 - Re: Re: Week Four Assignments *Wed, 25 Sep 1996 17:48:46 -0500 (CDT)*
 - Re: SCANS and Universal Service *Wed, 25 Sep 1996 06:06:16 -0500 (CDT)*
 - Re: Aggregation and Competition *Mon, 23 Sep 1996 05:24:20 -0500 (CDT)*
 - Re: Aggregation and Competition *Sun, 22 Sep 1996 20:33:34 -0500 (CDT)*
 - Re: SCANS and Universal Service *Sun, 22 Sep 1996 20:09:56 -0500 (CDT)*
- **Bill Cosh**
 - Universal Service Fund Meeting *Tue, 24 Sep 1996 22:01:16 -0700*
- **Bill Hatchett**
 - Re: SCANS and Universal Service *Wed, 25 Sep 1996 02:55:02 -0600 (MDT)*
- **Bob Carlitz**
 - new survey *Wed, 25 Sep 1996 16:12:33 -0400 (EDT)*
 - Re: ICN - Statewide fiber optics network *Tue, 24 Sep 1996 09:22:12 -0400 (EDT)*
 - tricks of the trade *Mon, 23 Sep 1996 11:29:31 -0400 (EDT)*
 - Welcome to Week Five of the US/ND On-line Seminar *Sun, 22 Sep 1996 23:34:59 -0400 (EDT)*
- **Brenda Williams**
 - Re: Re: Week Four Assignments *25 Sep 1996 16:49:08 GMT*
- **Christine Rademan**
 - AzTeC Free-Net *Sun, 29 Sep 1996 16:31:28 +0000*
- **EricElert@aol.com**
 - Re: Week Four Assignments *Tue, 24 Sep 1996 19:47:51 -0400*
 - Sample Telecom Project requiring rate change *Mon, 23 Sep 1996 10:21:51 -0400*
- **Eugene Stovall**
 - Re: The Power to Change *Tue, 24 Sep 96 17:16 PDT*
- **Frank Odasz**
 - Final Comments *Thu, 26 Sep 96 9:13:29 MDT*
- **Gerry Hamor**
 - Fifth week question *Fri, 27 Sep 1996 20:01:13 -0700*
- **Jan Bolluyt**
 - ICN followup (Iowa Communication Network) *Tue, 24 Sep 1996 20:03:02 -0500*
 - ICN - Statewide fiber optics network *Mon, 23 Sep 1996 21:10:46 -0500*
- **Jim Wiljanen**
 - Educational Networks in MI *Mon, 23 Sep 1996 15:33:23 -0400*
- **John D. Gravelle**

- The Power to Change Sun, 22 Sep 1996 21:43:00 +0000
- **Ken Hammer**
 - A civil society Sun, 22 Sep 96 22:42:54 -0500
 - Deregulation Sun, 22 Sep 96 22:42:07 -0500
 - Re: Aggregation and Competition Sun, 22 Sep 96 22:00:01 -0500
- **Kevin Conde**
 - Re: ISPs Fri, 27 Sep 1996 09:50:36 -0700
 - Re: Week Four Assignments Tue, 24 Sep 1996 16:06:16 -0700
 - Week Five Topics Mon, 23 Sep 1996 08:35:12 -0700
- **Lisa Fleck**
 - ISPs 27 Sep 1996 14:49:14 GMT
- **Marie SCROGGS**
 - Telecomm Act of 1996, Universal Service-online seminar Wed, 25 Sep 1996 00:05:55 -0400 (EDT)
- **Marty Tennant**
 - Local Influence in the Process Wed, 25 Sep 1996 17:18:26 -0700
- **Melanie Van Liere**
 - Week 5 Assignment (Pohl & Van Liere) Sat, 17 May 1980 19:38:29 -0700
- **Rex Buddenberg**
 - Edu material Fri, 27 Sep 96 14:16:00 -0700
- **rmiller@mecn.mass.edu**
 - Re: Welcome to Week Five of the US/ND On-line Seminar Mon, 23 Sep 1996 16:48:41 -0400 (EDT)
- **Robert Mammel**
 - Re: ICN - Statewide fiber optics network Tue, 24 Sep 1996 11:05:06 -0400
- **Ronda Hauben**
 - Re: a message for the seminar Fri, 27 Sep 1996 21:09:54 -0400 (EDT)
- **St. Francis School**
 - Re: Week Four Assignments Tue, 24 Sep 1996 13:02:38 -0700
 - Re: Week Four Assignments Tue, 24 Sep 1996 12:58:54 -0700
- **Tom Hibbs**
 - Re: Welcome to Week Five of the US/ND On-line Seminar Mon, 23 Sep 1996 09:33:56 -0600 (MDT)
- **Travis Thompson**
 - Re: us-nd-digest V5 #2 Wed, 25 Sep 1996 13:27:50 EDT
- **Wong, WayJane**
 - ISPs 26 Sep 96 16:14:48 PDT

Last message date: *Sun 29 Sep 1996 - 20:38:51 EDT*

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- **Messages sorted by:** [date || thread || subject]
- **Other mail archives**

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US/ND-5 by subject

- Messages sorted by: [date || thread || author]
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- **A civil society**
 - Ken Hammer *Sun, 22 Sep 96 22:42:54 -0500*
- **a message for the seminar**
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 - Barbara Pryor@rockefeller.senate.gov *Thu, 26 Sep 96 15:46:56 EST*
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 - Betty Dawn Hamilton *Mon, 23 Sep 1996 05:24:20 -0500 (CDT)*
 - Ken Hammer *Sun, 22 Sep 96 22:00:01 -0500*
 - Betty Dawn Hamilton *Sun, 22 Sep 1996 20:33:34 -0500 (CDT)*
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 - Rex Buddenberg *Fri, 27 Sep 96 14:16:00 -0700*
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- **Fifth week question**
 - Gerry Hamor *Fri, 27 Sep 1996 20:01:13 -0700*
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 - Bob Carlitz *Tue, 24 Sep 1996 09:22:12 -0400 (EDT)*
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Welcome to Week Five of the US/ND On-line Seminar

Bob Carlitz (bob@info-ren.pitt.edu)
Sun, 22 Sep 1996 23:34:59 -0400 (EDT)

- **Messages sorted by:** [date || thread || subject || author]
 - **Next message:** Betty Dawn Hamilton: "Re: Aggregation and Competition"
 - **Previous message:** Betty Dawn Hamilton: "Re: SCANS and Universal Service"
 - **Next in thread:** Tom Hibbs: "Re: Welcome to Week Five of the US/ND On-line Seminar"
-

This week will be the last week of the Universal Service/Network Democracy On-line Seminar. I want to thank everyone who has been participating in the seminar. If you haven't had the time to post messages in previous weeks of the seminar, please try and do so this week. It would be nice to finish with a flurry of activity.

I have tried to make this week's topic something that everyone can relate to. The immediate issue is how to integrate new Universal Service subsidies with existing programs and how to coordinate the implementation of Universal Service with other proceedings before the FCC. To make this topic more relevant to the majority of seminar participants, I'm also asking you to identify successful projects with which you have been involved and to indicate how these projects might be affected by the Telecommunications Act.

In private correspondence with a large number of seminar participants we have begun to get some idea of the enormous store of networking experience held by this group. We estimate the the seminar participants have something on the order of 2000 person-years of experience with network implementations in local schools and libraries. This probably exceeds the sum total of school and library networking experience by all of the hundreds of companies who have submitted comments to the FCC on the subject of Universal Service.

I'm hoping that in this week's contributions we can get some idea of the breadth of this experience and learn what role the Telecommunications Act can play in helping the innovative work of many seminar participants to flourish in the future. Here are a few specific questions to consider:

* What successful telecommunications projects have you been involved with?

* Did these projects depend upon any special telecommunications rates? If so, give a brief description of these rates and indicate whether you think these rates might be jeopardized by new Universal Service subsidies. (This could happen if, for example, state PUCs were to decree that new subsidies supersede old rate structures.)

* Do your projects depend upon any particular tricks of the trade? If so, describe these imaginative applications of telecommunications

technology, and indicate whether these applications might not be possible in the environment of new Universal Service subsidies.

* What are specific areas in which ongoing projects might benefit from new Universal Service subsidies?

* Are there projects currently in the planning stages whose viability will depend upon the structure of new Universal Service subsidies? If so, indicate how the subsidies should be structured to assure the success of these new projects.

You can find more information on this week's activities in the seminar at <http://info-ren.pitt.edu/universal-service/this-week.html>

There is a detailed summary of last week's discussion and of the survey on the allocation of Universal Service subsidies. There is also a discussion of future Universal Service/Network Democracy on-line seminars, which might deal with the recommendations of the Federal/State Joint Board, review of the success of the Telecommunications Act in meeting its legislative objections and the course of proceedings which parallel the present discussion of Universal Service and which impact upon Section 706 of the Telecommunications Act, which deals with advanced services for schools and libraries.

Please speak out in the upcoming week. Your experience is a valuable asset to the FCC and the Joint Board. Please share it with them and make sure that the implementation of the Universal Service provisions for schools and libraries will enable projects like yours to continue in your city and be replicated in other cities and towns across the country.

Bob Carlitz
Moderator

-
- **Next message:** Betty Dawn Hamilton: "Re: Aggregation and Competition"
 - **Previous message:** Betty Dawn Hamilton: "Re: SCANS and Universal Service"
 - **Next in thread:** Tom Hibbs: "Re: Welcome to Week Five of the US/ND On-line Seminar"

Re: SCANS and Universal Service

Betty Dawn Hamilton (bhamilt@tenet.edu)
Sun, 22 Sep 1996 20:09:56 -0500 (CDT)

- **Messages sorted by:** [[date](#) || [thread](#) || [subject](#) || [author](#)]
- **Next message:** [Bob Carlitz: "Welcome to Week Five of the US/ND On-line Seminar"](#)
- **Next in thread:** [Bill Hatchett: "Re: SCANS and Universal Service"](#)

On Sun, 22 Sep 1996, Bill Hatchett wrote:

> Somehow I am surprised that this information has not been out a
> lot earlier. I would, however, also wonder how much politics had to do
> with it. As I remember, there was a "Sandia Report" which has not been
> released. Are we still under the thumb of politicians who want to control
> education?

Well, I'm not sure.... but I seem to recall that at *some* meeting
somewhere, we were told to peddle the SCANS *without* the name because it
was done under a different administration. No one disagrees with the
value of the research; it's the political nature of the study that may
have kept it from more publicity.

Betty

Betty Dawn Hamilton * bhamilt@tenet.edu * 806.637.4523
Learning Resources Specialist * Tenet Master Trainer * Brownfield High School
701 Cub Drive * Brownfield, TX 79316

-
- **Next message:** [Bob Carlitz: "Welcome to Week Five of the US/ND On-line Seminar"](#)
 - **Next in thread:** [Bill Hatchett: "Re: SCANS and Universal Service"](#)

Re: Aggregation and Competition

Betty Dawn Hamilton (bhamilt@tenet.edu)
Sun, 22 Sep 1996 20:33:34 -0500 (CDT)

- Messages sorted by: [date] [thread] [subject] [author]
 - Next message: Ken Hammer: "Re: Aggregation and Competition"
 - Previous message: Bob Carlitz: "Welcome to Week Five of the US/ND On-line Seminar"
 - Next in thread: Ken Hammer: "Re: Aggregation and Competition"
-

On Sun, 22 Sep 1996, Ken Hammer wrote:

> promise that. I'm inclined to doubt the synergy between community
> library and school education functionaries. Won't they dilute each
> others' purpose?

I'm not sure about other entities, but I see a definite synergy between public and school libraries -- particularly where the public library may be distant from the neighborhood of many students and those students may not have cars or public transportation. The school library is used as a training ground during the school day so students will be able to feel comfortable and use the public library once their formal educations are finished. We school librarians work to get classes from all departments into the library to use collections that support the curricula.

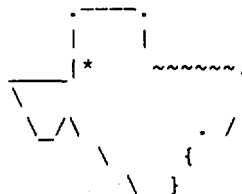
If **all** parents were active users of the public libraries, then it would follow that **all** students would also grow into active users. However, we know that that is not the case. Hence we strive to form habits in school so that as students leave school, they will continue information searching and use for the rest of their lives. In that way we hope to break the cycle of non-users breeding non-users. One idea that I stress repeatedly is that if students learn to use our school library, they can use **any** library anywhere in the world if they can read/speak the language because libraries follow international rules of organization.

By the same token, now that we have electronic searching, I stress that the **process** of analyzing, organizing, and evaluating for a search is the same no matter whether students are using print or non-print. **Public** librarians understand the same procedures -- the difference is that we in schools have the opportunity to incorporate the skills into a required assignment for practice instead of waiting for a real-life need.

Hence, rather than **competing** for clients, I see our roles as complimenting each other. As for the **governing** bodies of each entity combining their efforts -- that might present a problem!

Betty

Betty Hamilton, LRS
bhamilt@tenet.edu
Brownfield High School



701 Cub Drive
Brownfield TX 79316
(806) 637-4523

-
- **Next message:** Ken Hammer: "Re: Aggregation and Competition"
 - **Previous message:** Bob Carlitz: "Welcome to Week Five of the US/ND On-line Seminar"
 - **Next in thread:** Ken Hammer: "Re: Aggregation and Competition"

Re: Aggregation and Competition

Ken Hammer (*ken.hammer@ConnRiver.net*)
Sun, 22 Sep 96 22:00:01 -0500

- Messages sorted by: [date || thread || subject || author]
- Next message: Ken Hammer: "Deregulation"
- Previous message: Betty Dawn Hamilton: "Re: Aggregation and Competition"
- In reply to: Betty Dawn Hamilton: "Re: Aggregation and Competition"
- Next in thread: Betty Dawn Hamilton: "Re: Aggregation and Competition"

In <Pine.OSF.3.91.960922201346.17847E-100000@abernathy.tenet.edu>, on
09/22/96

at 08:33 PM, Betty Dawn Hamilton <bhamilt@tenet.edu> said:

> On Sun, 22 Sep 1996, Ken Hammer wrote:

> > promise that. I'm inclined to doubt the synergy between community
> > library and school education functionaries. Won't they dilute >
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> I'm not sure about other entities, but I see a definite synergy >
between public and school libraries -- ... The
> school library is used as a training ground during the school day so
> students will be able to feel comfortable and use the public library
> once their formal educations are finished.

> One idea that I stress repeatedly is that if students
> learn to use our school library, they can use *any* library >
anywhere in the world if they can read/speak the language because >
libraries follow international rules of organization.

> Hence, rather than *competing* for clients, I see our roles as >
complimenting each other. As for the *governing* bodies of each >
entity combining their efforts -- that might present a problem!

Betty,

Thanks for the expanded view of your efforts. I don't think we
disagree, in fact you seem to explicitly state agreement.

I believe there is little to be gained by the public and students
sharing a common facility and believe that could lead to diminution of
the function of both. Your last sentence seems to state the same
thing.

Ken

--

K.F.Hammer Associates
management consultations

Ken Hammer
St. Johnsbury, VT 05819

** Ignorance or Apathy? I don't know, and I don't care!